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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with a variety of topics related to the teaching of English, including the following: film study, the use of media, and the teaching of listening skills in the English classroom; students' academic success attitudes, and interests as related to selected aspects of the English curriculum; English teachers' attitudes toward English usage; the use of student-centered English curricula; teacher expectancies for students; the preparation of secondary level English teachers; the role of secondary school English department heads; employment prospects for persons with doctorates in English; and courses involving the study of folklore, the study of the history of American English, and the teaching of communication skills through use of the typewriter. (GW)

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FILM STUDY IN THE DISCIPLINE OF ENGLISH, 1911–1976

ADAMS, Dale Talmadge, Ph.D.
The University of Texas at Austin, 1976

Supervisor: Charles Robert Kline, Jr.

It is generally acknowledged that audiences watched motion pictures for the first time in 1895. By 1911, when the National Council of Teachers of English (NCTE) was formed, the motion picture, both as an art and an industry, was already recognized as a medium of tremendous sociological, educational, and artistic possibilities. By 1913, the first film article had appeared in English Journal; and from that time until the present, film study had been primarily a concern of the discipline of English. The purpose of this dissertation is to present a chronological history and analysis of film study in the discipline of English from 1911 to 1976 so that teachers and administrators in the future might make more informed and intelligent decisions relative to film study in the discipline.

A survey of NCTE publications from 1911 to 1963 reveals that, although significant film study activities were carried on throughout the period, film study reached its zenith in the thirties under the auspices of the discipline of English, began to wane in the forties and fifties, and by 1963 were completely nil.

Within the next ten years, however, a renaissance of film study took place. Recognition of the works of early film theorists established film as an art form and influenced a new wave of talented directors of foreign films. Subsequently, an influx to the United States of quality foreign films generated a new audience for film, an audience made up primarily of young people. By 1964, Marshall McLuhan had created a zeitgeist of media awareness, radically changing teacher attitudes in favor of the serious study of electronic media, including film. Energetic disciples of McLuhan successfully promoted film study in the schools, rejecting the idea of film as merely an audio-visual aid. A proliferation of superb short films established the short film as a new film genre that eliminated the obstacle of how to show a film in a typical fifty-minute class and opened up a new range of film study. The American Film Institute was founded in 1967 and lent support and leadership to film study activities. A phase-elective concept sufficiently revitalized secondary English curricula to include the study of film. Literary critics broaden the scope of the definition of literature so that film was an acceptable genre for study in the English curricula of colleges and universities. And textbooks and materials for film study became plentiful.

The renaissance of film study after 1963 was fully supported by the NCTE and recorded in its publications, and a rationale for the study of film in the discipline of English was developed, a rationale that fully embraced the study of film and literature, film as literature, and film as film.

Order No. 77-11,469, 271 pages.

MEDIA USE IN NATIONALLY SELECTED HIGH SCHOOL PROGRAMS: A QUESTIONNAIRE SURVEY OF SECONDARY SCHOOL PRINCIPALS, ENGLISH DEPARTMENT CHAIRMEN, AND ENGLISH TEACHERS

BARRY, Richard Vincent, Ed.D.
Columbia University Teachers College, 1977

Sponsor: Professor Louis Forsdale

A status survey of media usage in selected high school English programs is the focus of this dissertation. Questionnaires for principals, English department chairmen, and English teachers were sent to 150 schools that had been surveyed, a decade ago, in The National Study of High School English Programs, reported under the title "A Study of English Programs in Selected High Schools which Consistently Educate Outstanding Students in English" by James R. Squire and Roger K. Applebee, who headed the research project.

The present survey was conducted for the following purposes: (1) to assess the general role of media at the school level by eliciting administrators' attitudes and policies; (2) to assess the general role of media at the classroom level by eliciting English teachers' attitudes and practices; (3) to compare the present survey's findings with those findings of the Squire-Applebee survey pertaining to media. All questionnaires were filled out anonymously; to preserve confidentiality, each questionnaire had a stamped, return envelope.

The general pattern of responses from 115 schools in 42 states reveals that the overall application of media as an academic subject to be examined, a pedagogic method to be employed, and a student-oriented educational process to be experienced is not consistent, widespread, innovative, effectively promoted at the departmental level, enthusiastically subscribed to at the classroom level, or viewed conclusively as central to the learning process at any level.

Principals view media more positively than do chairmen and teachers but do not exert an equally positive influence on classroom media practices. Chairmen exhibit more negative views toward media usage than do teachers, suggesting a lack of strong leadership in this area. Many teachers consider media concerns to be non-essential and superficial. The improved quality, variety, and availability of commercial equipment and materials and the support of media specialists are viewed as important factors in increased media use. Major obstacles to expanding media usage include a lack of the following: funds, preparation time, media staff, equipment, specific teacher training, and teacher interest in media.

The present study reaffirms the following findings of the Squire-Applebee survey: the English Journal is a main source of professional information, including media information, for English teachers; a majority of teachers have reasonable freedom in choosing classroom materials; little innovation and experimentation are evident in instructional methods; problems involving administrative leadership, preparation time for experimental teaching, and the detailed planning needed for successful program implementation are impediments to effecting educational change; and the study of mass media, though receiving more attention presently, is not considered an essential component of the English program by a majority of responding teachers who seem committed to a traditional curriculum, taught in traditional ways.

Although a majority of chairmen and teachers currently advocate a "back to basics" approach, they do not consider the basic educational needs of students as encompassing media. Classroom use of media is extensively endorsed by administrators and teachers as a potent stimulus in improving student motivation, especially for a growing proportion of students with poor reading skills. But the gap between theory and practice is wide, for although classroom use of media has increased in the last decade, media are not used consistently, even in their most traditional role as instructional aids, by a majority of responding teachers; the more innovative approaches, such as student use of media for individualized instruction or independent study or media production, are practiced little.

The findings of this survey demonstrate the need for continual examination of the problems that persistently obstruct classroom media usage, despite enthusiastic media endorsements by education's leaders, innovators, journals, and professional organizations. Order No. 77-13,012, 246 pages.

A STUDY OF THE RELATIONSHIP BETWEEN FOUR SELECTED STUDENT ATTRIBUTE VARIABLES AND ACADEMIC SUCCESS IN A PERFORMANCE-BASED ENGLISH PROGRAM AT A PRIVATE LIBERAL ARTS COLLEGE

BROOKS, Patricia Ann Hampton, Ph.D.
The Ohio State University, 1976

Adviser: Professor John Hough

This study investigated the relationship between the student attribute variables of: (a) sex, (b) academic capability, (c) perceptions of locus of control and (d) evaluative tone, and successful performance in a performance-based program in freshman English at a small liberal arts college.

The sample consisted of sixty-eight of the 75 students who were still enrolled in the college during their sophomore year and on whom data for the attribute and dependent variables were available. Academic capability was operationally defined in terms of a students': American College Test English score, Pretest score for each of the modules of the performance-based program, the student's total high school grade point average and the student's high school grade point average in English. Perception of locus of control was operationally defined as the student's score on the Rotter Internal-External Control Scale. Evaluative tone (similar to attitude) was operationally defined as a student's score on the Course Description instrument developed by Silberman and Allender. The dependent variable of academic success was operationally defined as the percentage of modules in the performance-based English program that were completed by a student out of the nine modules needed to be completed (based on the student's performance in module pretests).

Relationships between the attribute variables and the dependent variable were tested by means of product moment correlation and step-wise multiple regression techniques. In addition, evaluation data was tabulated and analyzed for trends in students' attitudes regarding aspects of the performance based program and the administration of the program.

A significant relationship was found between student sex and successful performance in the program r = .46. Female students achieved greater academic success. Significant relationships were also found between student PBC Pre-test Scores r = .49, ACT English Scores r = .46, high school English grade point averages, r = .44 and total high school grade point average r = .42 and the dependent variable of academic success. Evaluative tone and locus of control were not found to be related to academic success. In the step-wise multiple regression 40 percent of the variance was attributed to the students' PBC pretest scores and their sex. The remaining six steps accounted for only nine percent of the remaining accountable variance.

An analysis of evaluative tone data showed that in general students responded negatively to the performance based program and the program's administration.

Conclusions were drawn that the program was most effective for female students who had already mastered a substantial amount of the content to be taught as measured by PBC pretest scores.

Recommendations for program revision and additional research are made on the basis of the findings of the study.

Order No. 77-10,499, 251 pages.

A COMPARISON OF THE USES OF MEDIA BY ENGLISH TEACHERS IN HIGH SCHOOLS WITH EXEMPLARY AND ORDINARY LIBRARY MEDIA PROGRAMS

CORRY, O.S.F., Emmett, Ph.D.
New York University, 1977

Chairman: Professor Terence P. Moran

Purpose of the Study

The purpose of this study has been to observe whether the concept of media integration in curriculum has been promoted by ideal library media service. Through the identification of exemplary programs of library media service, the selection of one discipline within the school receiving that service, and the development of criteria of evaluation of that service, this study has sought to bring into sharper focus the role that exemplary library media service can play in an educational program.

Three aspects of library media service were chosen as criteria for evaluation: the quantity of educational media available to students and teachers, the variety of that educational media, and the appropriateness of selection of educational media. The researcher has not evaluated the teacher's use of educational media, but, rather, the assistance provided to teachers in selecting media appropriate to specific learning objectives.

The Problem of the Study

The problem of this study was to describe the frequency of use, the variety of use, and the appropriateness of selection, of educational media by English teachers in New York State high schools which had received Elementary and Secondary Education Act, Title II Special Purpose Library Media grants for their exemplary library media programs, as compared with the frequency of use, the variety of use, and the appropriateness of selection, of educational media by English teachers in New York State high schools which had not received such grants.

Delimitations of the Study

The time of this study has been limited to the years 1969 to 1975, during which Special Purpose Grants were distributed by the Bureau of School Libraries of the New York State Education Department. Although grants were still being awarded in 1976, the last year of ESEA II, a closing date of 1975 was utilized in selecting target schools.

Theoretical Concepts

Theoretical concepts reflecting research on media which have evolved in the course of the study are that: 1. A multimedia approach to learning is to be preferred to a traditional, print-dominated view of education. 2. Certain learning objectives are better served by using one educational medium over another. 3. A conceptual appropriateness ranking can be formulated to serve as an instrument for evaluating library media service.

Theoretical concepts reflecting research with media are that: 1. The library media center in a school should be the source for a unified program of materials and services. 2. An exemplary program of library media service should provide most of the educational media needs of teachers. 3. An important service which should be expected from an exemplary library media program is guidance in the selection of an appropriate medium for a specific learning objective. 4. Teachers who have a wide variety of educational media available to them from an exemplary library media program should be able

to make appropriate choices of media more often than teachers who lack such a service. 5. School library media programs chosen as exemplary by the New York State Education Department will reflect that condition in quantity of materials, quality of service, and frequency of utilization.

Methodology of the Study

The methodology of this study involved these steps. 1. The selection of high schools with exemplary programs of library media service. 2. The design of two instruments to survey the librarians' and English teachers' perceptions of the quantity, variety and appropriateness of educational media usage by the English teachers. 3. The comparison of the quantity and variety of educational media with contemporary national and state standards. 4. The design of a conceptual media appropriateness model for use in evaluating library media service was developed utilizing the assistance of a jury of media experts.

Conclusions of the Study

1. The inability of exemplary library media programs to reach the expenditure levels recommended by the 1969 Standards For School Media Programs, places the 1975 standards, Media Programs: District and School, into doubt. 2. English teachers in grant-receiving, exemplary program high schools make more use of a greater variety of educational media than their colleagues in the ordinary, non-grant schools. 3. Although print media (books and magazines) still constitute the highest incidence of educational media usage, English teachers overwhelmingly express a desire for more audiovisual services in the form of films and video-tape facilities. 4. Where English teachers might have been expected to rank books as most appropriate for inculcating values and attitudes, they, instead ranked motion pictures as most appropriate for this learning objective. 5. While there was little difference between the media appropriateness rankings of the exemplary and ordinary program teachers, there was a high degree of comparibility between their rankings and those of the jury of media experts. 6. The interest of English teachers in audiovisual materials and video-tape services will be better satisfied through one program of service, centrally administered, than through duplication of personnel and programs. 7. The exemplary, grant-receiving library media programs were used more frequently, offered more educational media, and had more variety of media than the ordinary non-grant schools. 8. In summary, the choices of the New York State Education Department were upheld in its Special Purpose Grant awards program schools. Order No. 77-20,740, 167 pages.

AN ANALYSIS OF FACTORS WHICH AFFECT TEACHERS' ATTITUDES TOWARD ENGLISH USAGE

DELUZAIN, Henry Edward, Jr., Ph.D.
The Florida State University, 1976

Major Professor: John S. Simmons

The purpose of this study was to determine whether the factors of sex, years of teaching experience, academic degree, and teaching level affect attitudes toward disputed items of English usage of teachers of English in Florida. The factors were broken down into the following levels: sex, into (a) male and (b) female; teaching experience into (a) 0–10 years and (b) more than 10 years; academic degree, into (a) bachelor's degree and (b) master's degree or higher; and, teaching level, into (a) junior high/middle school, (b) senior high, and (c) junior college.

Data on teachers' attitudes were collected by means of a mail-out survey instrument which consisted of (a) an introductory letter, (b) a form used to verify information about the four factors under investigation, and (c) a questionnaire which contained 40 disputed items of English usage. Teachers were asked to rate each item on the questionnaire as either (a) not acceptable, or (b) acceptable in one or more of the following: formal speech, informal speech, formal writing, and informal writing.

The analysis of variance procedure was used to test null hypotheses at the .05 level. The data were taken from 723 completed questionnaires, and the results of the analysis were as follows: 1. Sex was a significant main effect for the total sample, and for junior high/middle school, senior high, and junior college teachers considered as separate groups. Sex interacted significantly with academic degree for junior high/middle school teachers, and the interaction indicated that male-female differences were significantly greater for bachelor's degree teachers than for teachers with master's degrees or higher, and that degree differences were significantly greater for males than for females. Males at all levels accepted a significantly greater number of the items than females. 2. The factor of teaching experience was a significant main effect for the total sample, and for junior high/middle school and senior high teachers considered as separate groups. It was not significant for junior college teachers. Junior high/middle school and senior high teachers with 0–10 years of experience accepted more items than teachers at those levels with more than 10 years of experience; at the junior college level the reverse was true. Data on date of birth of each respondent were used to assign each teacher to one of the following age groups: 20–29 years, 30–39 years, 40–49 years, 50–59 years, and 60–69 years. The mean total number of acceptances was calculated for each age group, and the means showed a steady decrease as age increased. The analysis of variance indicated significant differences among the means ($p < .05$), and a Student-Newman-Keuls multiple range test showed that the youngest group (20–29 years) constituted one homogeneous subset and the other age groups constituted a second homogeneous subset. 3. Academic degree was not a significant main effect, however teachers with bachelor's degrees were slightly more willing to accept items than teachers with master's degrees or higher. Academic degree interacted significantly with sex for junior high/middle school teachers, as discussed above. No junior college teacher had less than a master's degree, so the analysis of this factor was limited to teachers at the other two levels. 4. Statistically significant differences existed among teaching levels, and junior high/middle school teachers accepted more items than senior high teachers, who in turn accepted more than junior college teachers. Order No. 77-22,108, 169 pages.

A STUDY OF KENTUCKY FOLKLORE AS A RESOURCE FOR HIGH SCHOOL ENGLISH PROGRAMS OF THE STATE

GUTHRIE, Charles Snow, Ed.D.
University of Kentucky, 1976

Director: Dr. William Hugh Jansen

The purposes of this study were (1) to compile an anthology of Kentucky folklore suitable for use in phase-elective high school English programs of the state, (2) to investigate the attitudes of teachers toward such an anthology, (3) to determine the current use of folklore in Kentucky high school English programs, (4) to investigate the training in folklore of teachers currently offering folklore in high schools, and (5) to investigate the opportunities for training for high school teachers in folklore in the public and private colleges and universities of the state.

A questionnaire covering the material in points (2) through (4) was sent to a random sample of thirty of the 152 Kentucky high school English Department chairmen known to have phase-elective programs. From the responses received, it was indicated that 40% of the high schools offering phase-elective courses have folklore as an offering. Sixty percent of the respondents believed that an anthology of Kentucky folklore would be valuable. No teacher in the sample was reported with more than nine hours of college or university folklore course work, a few had from three to six hours, but most had had none.

To investigate the opportunities for training in folklore for teachers (5), a questionnaire was sent to every public and private college and university in Kentucky known to offer work in English applicable to a teaching certificate. Returns from these indicate that seven Kentucky institutions offer one or more undergraduate folklore courses applicable to a teaching certificate for English majors. Three institutions offer work at the graduate level, and one (Western Kentucky University) offers an undergraduate minor in folklore for teacher trainees. Folklore is a certifiable minor in Kentucky for secondary trainees who take this program.

The anthology (1), compiled from previously published and/or archived material, contains samplings of myths, legends, folktales, folksongs, rhymes, proverbs, tongue-twisters, and riddles. There has been provided an introduction to each genre defining it and showing the reader what types of material are included in it. A headnote to each selection within a given genre shows by whom, when, and where the item was collected and gives a brief analysis of the item being introduced. More material than probably can be used in one semester is included, but this was done to offer teachers and students the possibility of choice in the types of material studied.

Recommendations for further research are as follows: (1) Experimental studies of the comparative values of oral literature (folklore) and conventional literature for various objectives in high school courses should be conducted. (2) There should be compiled in each state an anthology of its folklore for possible use in its high schools. (3) Studies should be made of the use of folklore in the high schools of each state.

Order No. 77-5690, 214 pages.

CHANGING THE ROLE OF THE HIGH SCHOOL STUDENT IN THE ENGLISH CLASSROOM

HANCOCK, John William, Ph.D.
University of Illinois at Urbana-Champaign, 1976

The dissertation is a report of a one-year project designed to determine if typical Grade 9 and Grade 10 high-school students could learn to assume an active role in the English classroom. The specific objective was to discover if students could gradually make the transition from a traditional classroom to an English classroom in which they (1) made individual decisions about their classroom activities; (2) planned their own time schedules; (3) carried out activities of their own choice while classmates worked on choices of their own--without creating excessive noise and confusion in the classroom; and (4) became accustomed to evaluating themselves rather than relying upon the teacher as the sole evaluator. The project involved five teachers and eleven experimental classes on three ability levels: high, average, and low.

Although the first semester was essentially traditional, students were slowly introduced to increased amounts of freedom. Considerable time was devoted to allowing students to learn the dynamics of large and small group discussions and activities. The concept of self-evaluation was introduced at the end of the first grading period and used at the end of each grading period. As the semester progressed, the climate in the classroom became, by design, less formal, and increased emphasis was placed upon the individuality of class members. In short, the first semester was devoted to establishing classroom climate and to preparing students for an active role.

During most of the second semester, students selected individual activities and projects from choice sheets prepared by the teacher, or they substituted alternative reading, writing, visual, and oral communication activities of their own. Many students demonstrated considerable initiative, self-reliance, and creativity. The majority were able to plan individual time schedules responsibly, work on diverse activities in the same room without serious problems, and, in time, evaluate themselves with confidence and a surprisingly high degree of accuracy. Attitudes of these students toward reading, writing, and English in general were more positive at the end of the year than were the attitudes of students in control groups.

While the project demonstrated that the majority of students could assume an active role in the secondary English classroom, it also demonstrated that such classes are not necessarily desirable for all students and teachers. For example, much seems to depend upon the expectations and abilities of the individual student. A student who equates learning only with the acquisition of large amounts of factual knowledge presented by a teacher may feel that he is being academically shortchanged in this type of class. Similarly, a student who lacks a reasonable degree of structure and self-discipline in his personal life and who needs or expects a high degree of structure in school is very likely to have difficulty adjusting to such a classroom. Finally, a student from a below-average ability class is less likely to function well in this type of class than is an average- or a high-ability student.

Personal objectives of teachers also seem quite important. A teacher primarily concerned with transmitting a body of knowledge in predetermined form is likely to feel uncomfortable and to be dissatisfied with this approach. On the other hand, a teacher less concerned with transmitting a predetermined body of knowledge than with having students learn to acquire knowledge on their own may find this approach quite suitable. Such a teacher is likely to believe there is too great a difference between high school and college in terms of the amount of freedom which students often must learn to handle once they reach college or are on their own after high school.

The dissertation is divided into four chapters: (I) "Initiating the Process of Change," (II) "Preparing Students for an Active Role," (III) "Students Assume an Active Role," and (IV) "Conclusions, Observations, and Recommendations." Extensive appendices deal with experimental students' perception of these classes, with what students believed they learned during the year, and with how students viewed the role of their teachers. Also included is a twenty-three item questionnaire comparing the attitudes and opinions of students from experimental classes with those of students from control classes.

Order No. 77-9016, 297 pages.

SIBLING-RELATED TEACHER EXPECTANCIES AND THEIR RELATIONSHIP TO SELECTED BEHAVIORS AND ACHIEVEMENT IN SEVENTH GRADE ENGLISH CLASSES

HEINES, Barbara Arter, Ph.D.
Kent State University, 1976

Director: Richard D. Hawthorne

This study examined the proposition that natural expectancies of teachers, resulting from their having taught older siblings of current students, would have an observable and measurable effect on the classroom behaviors of both teachers and students and on the academic achievement of current students, in the direction of the teachers' expectancies. A teacher's expectancy for current students was assumed to correspond to how well their older siblings had performed in the same grade. Thus, if an older sibling had been a high achiever, the teacher's expectancy for the younger sibling was positive; if the older sibling had been a low achiever, the teacher's expectancy for the younger sibling was negative.

It was hypothesized that students for whom teachers held positive or negative expectancies would differ from students of a similar sibling performance level for whom teachers held no such expectancies in numbers of public and private contacts with their teachers, in amounts of praise following correct answers and criticism following incorrect answers, and in relative amounts of sustaining or terminating feedback from their teachers following incorrect answers. It was further hypothesized that these students would differ in scores on an achievement test of Grade 7 language arts and in teacher-assigned grades. Finally, it was suggested that effects would be enhanced if older and younger siblings were of the same sex than if they were of different sexes.

Subjects were students in Grade 7 English classes during the 1975–76 school year in a single junior high school located in a predominantly white, middle-class northeastern Ohio suburban school district. These students were first assigned to high, middle, or low expectancy levels, based on the grade point averages of their older siblings when they had been in Grade 7. Proportional numbers of students of each level were then assigned either to the experimental group, consisting of 30 students whose older siblings had been assigned to the same English teacher in Grade 7; or to the control group, consisting of 73 students whose older siblings had been assigned to different teachers in Grade 7.

Classroom observation data was collected during fall and spring of the school year. An achievement test was administered to all students in May. Teacher-assigned grades were collected throughout the school year as they were issued at six-week intervals.

Analysis of data indicated no statistically significant differences between groups in support of the teacher expectancy hypothesis. A change from fall to spring in teachers' use of praise was in the direction predicted by the hypothesis, as were achievement test scores for low expectancy level students in the experimental group. However, in total public contacts, as well as in use of sustaining and terminating feedback following incorrect answers, the directional change from fall to spring indicated a rejection of the teacher expectancy hypothesis. It was concluded that although teachers may have held expectancies for the performance of certain students in the fall, these expectancies, as determiners of public types of solicitation and response behaviors, appeared to be largely unstable. Thus, as the school year progressed, teachers came to operate more on their increased experience with the individual competencies and needs of present students in their classes.

Order No. 77-7843, 211 pages.

TOWARDS A CURRICULUM IN THE HISTORY OF AMERICAN ENGLISH: A FEASIBILITY STUDY, WITH SUGGESTIONS AND RESOURCES FOR A SENIOR SECONDARY SCHOOL COURSE IN THE HISTORY AND DEVELOPMENT OF AMERICAN ENGLISH

KENT, Larry Philip, Ed.D.
Ball State University, 1977

Adviser: Dr. Robert E. Evans

The purpose of this study was to make an original contribution to the literature concerning the question: How can the study of the English language best be taught to secondary school students in the United States? It is the result of an intensive six-year study of position papers on the definition, role and function of English in the high school, of curriculum theories and theoretical curricula, of teacher preparation studies and current trends in the teaching of English in the secondary schools, and, most of all, of the development of the English language and culture, particularly in America. It is also an attempt at an integrated answer to the often diverse problems of the teacher of secondary school English, and of his students, in approaching the study of the English language. The answer proposed is a comprehensive year's study of American English at the senior high level, perhaps on the order of an American Studies course, with emphasis placed on the historical development of American English as the foundation and generative force for the study.

Chapter one examines some important preliminary considerations toward constructing new curricula based on American English, and includes a definition of the subject itself, the so-called "New English", the components of language study, the preparation of teachers in this subarea, the range of the student population, some broad objectives of the new curriculum, and the need for such an approach; in short, a brief history of recent trends in the field of historical English language study in the secondary schools.

Although there exist no near-comparable formats for the study of American English, chapter two treats related proposals, most of them growing out of the Project English Curriculum Development Centers. The thrust of the great majority of sample curricula is toward the study of generative-transformational grammar, with only superficial treatment given to language history.

Chapter three provides further justification, conceptually and pedagogically, for a curriculum in the history and development of American English. More importantly, this section offers specific suggestions on the construction of such a curriculum. Attention is given to the four major aspects of curriculum development: objectives, conceptual content, activities and materials. The four are integrated through an approach using special behavioral objectives.

A brief resource history in the development of American English from its earliest beginnings is presented in chapter four as an important adjunct to the construction of a workable curriculum. The history is not meant to be comprehensive; rather, it is an attempt to give the teacher who proposes to construct or fulfill a curriculum an overview of the trends, processes and changes in the development of English in America. The relatively heavy documentation and the lengthy bibliography are meant to serve as a list of resources for information in depth or for specialized knowledge.

Taken together, the four chapters represent the first serious attempt to integrate the many facets of language history and behavior within a comprehensive study of American English at the secondary school level.

Order No. 77-18,689, 176 pages.

CURRICULUM THEORY OF MAXINE GREENE: A RECONCEPTUALIZATION OF FOUNDATIONS IN ENGLISH EDUCATION

MILLER, Janet Louise, Ph.D.
The Ohio State University, 1977

Adviser: Professor Donald R. Bateman

This investigation attempted to develop a synthesis of objective and subjective realms of inquiry in relation to the curricular concerns for preparation of teachers of English within the secondary schools. A curricular design, attending to major theoretical tenets to be incorporated into a preparation program, was proposed as a reconceptualization of foundational considerations. The literary, historical, and educational theories of Maxine Greene provided a philosophic base for reconceiving the nature of such a program.

Because of the vast scope of Greene's work, the sources of data for this investigation were narrowed to those works of Greene which applied to curriculum, to the development of middle-range theorizing in order to integrate subjective and objective realms of being, and to literature and the arts as sources of reconceptualization. Concurrently, works which also demonstrated the thematic changes in Greene's thinking were selected as justification for the development of a flexible program which attended to individuals as well as to their evolvements within a variety of teaching environments.

Curricular motifs were noted throughout The Public School and The Private Vision, Existential Encounters for Teachers, and Teacher As Stranger. Major papers of Greene which contributed to an understanding of her curricular concerns as well as to an awareness of her interests in literature and the arts as vehicles for understanding of self and others were analyzed.

A personal interview with Greene further elucidated those concepts which were applicable to the creation of the curricular design.

The works of a group of curriculum theorists known as Reconceptualists provided a specific approach to the examination of not only the works of Greene but also the foundational considerations of a theoretical preparation design. The Reconceptualist context provided means for linking speculative philosophical considerations and constructs with a conceptual design.

The developmental proposals of Tyler and Taba, and the investigations of empiricists who utilized models of the social sciences for their research traditionally had characterized the nature of curriculum work. In contrast, the efforts of the Reconceptualists were described as attempts to "create the new" through utilization of realms of thought and methodology, such as existentialism and phenomenology, which heretofore had not been applied within curriculum work, in order to understand the nature of contemporary educational experience.

The Reconceptualist Conferences at University of Rochester, Xavier University, University of Virginia, and University of Wisconsin-Milwaukee were chronicled; the fifth conference, to be held at Rochester Institute of Technology in spring of 1978 as well as announcement of a forthcoming journal were noted as evidence of continued commitment among these curriculum theorists.

Greene's work, because she has participated in the conferences and publications thus far, was filtered through a Reconceptualist lens, although no attempt was made to classify her as a member of this movement only. Rather, her curricular goal -- that curriculum not be external to the search for meaning -- was incorporated into this investigation's reconceptualizations.

The theoretical design for preparation of English teachers consisted of two Core Components, The Public Self and The Private Self, and four Surrounding Contexts, those of Others, Seeing, Choice and Responsibility, and Situations. Each element of the design was developed as an experiential as well as reflective progression.

Recommendations included elaboration upon the design within a field setting in the areas of humanities education, and refinement of developmental components within the theoretical spiral design.

Order No. 77-24,668, 189 pages.

THE ROLE AND RESPONSIBILITIES OF THE HEADS OF THE ENGLISH DEPARTMENTS IN MASSACHUSETTS PUBLIC HIGH SCHOOLS

O'BRIEN, Marjorie Marie, Ed.D.
Boston University School of Education, 1977

Major Professor: Thomas G. Devine

The purposes of this study were to collect and analyze as much data as possible, since none had previously been available, on the role and responsibilities of the English department heads in the public high schools of Massachusetts; to compare the position description with recent national developments and trends; to determine the extent to which these Massachusetts department heads consider that their departments have met the "Eighteen Recommendations for Secondary English Departments" of the Conference of Secondary School English Department Chairmen of the National Council of Teachers of English; and to offer recommendations to local administrators and English department heads to make the position more manageable, satisfying, and effective.

The survey was conducted by means of a questionnaire consisting of five sections: (1) general information about the school and the position; (2) specific supervisory/administrative responsibilities; (3) information about the incumbents and the nature of their appointment and position; (4) the degree of implementation of the Eighteen Recommendations; and (5) six open-ended questions which encouraged respondents to examine recent changes, the present status, and possible future developments in their position. Mailed to the English department chairperson (or if none, directed to the person with the nearest equivalent position with supervisory and administrative responsibilities for the department of English) in each Massachusetts public high school, the questionnaire was received from 164 department heads, a return of about 65%. Computer analysis included data on 191 variables. Profiles were drawn of the position in small, medium-sized, and large departments. Regional variances within the state were also analyzed.

The major findings of the study were: (1) the position of English department head in Massachusetts varies greatly in title, range of grades, number of schools and teachers supervised, teaching assignment, and supervisory and administrative responsibilities, just as the incumbents vary considerably in age, background, experience, remuneration, and support services; (2) the average department head engages in a large and varied number of supervisory, curricular, and leadership activities, but managerial tasks make greater demands on time, energy, and resources; (3) in many schools, the position is in a state of flux, with the majority of respondents finding their responsibilities increasing and their position becoming stronger; (4) a priority shift is needed of department head attention from managerial functions to the improvement of instruction through more effective supervisory, curricular, coordination, and leadership activity; (5) the CSSEDC recommendations most likely to be at least partially implemented are those dependent on the professional attitudes and performance of the department head and teachers, while those recommendations least likely to be in effect are those requiring administrative provision of time and money; and (6) English department heads in Massachusetts need a clearer job definition and administrative support to realign their priorities in order to satisfy more fully the expectations of their administration, community, and themselves as professional leaders.

A series of nineteen recommendations was made which specified the needs for time, authority, services, training for department leadership, an accurate job description, proper reimbursement, and support from the system and professional organizations.

Order No. 77-21,669, 201 pages.

SELF-CONCEPT CHANGE OF SECONDARY SCHOOL STUDENTS AS A FUNCTION OF EXPOSURE TO A STUDENT CENTERED ENGLISH CURRICULUM

O'CONNOR, Patrick John, Ed.D.
University of Massachusetts, 1977

Director: Kenneth R. Washington

The purpose of this study was to determine whether the self-concepts of white inner-city students could be improved as a function of exposure to a student-centered English curriculum. In addition, the study was intended to investigate how the variables of sex, I.Q., grade point average, and socio-economic status related to the self-concept change of students exposed to this curriculum.

The data for this investigation were collected from a sample of 104 students enrolled in English classes in a public high school in central Massachusetts. There were 54 students in the experimental group and 50 in the control group. The accessible population from which the sample was drawn totaled 250 students enrolled in sophomore English classes. The treatment, a student-centered curriculum, consisted of a six week (30 day) unit organized around the following eight activities: (1) TEXTS: two books, Uptight and A Piece of the Action; (2) FILM: "IT'S YOUR MOVE"; (3) INTERACTION--DISCUSSION GROUPS: (4) CLASSROOM WRITING ASSIGNMENTS; (5) ROLE-PLAYING ACTIVITIES; (6) VALUE CLARIFICATION EXERCISES; (7) SELF-CONFRONTATION REVIEWS; (8) A film strip program, "VALUES FOR TEENAGERS: THE CHOICE IS YOURS."

The instrument used to measure self-concept change was a five point Likert-type attitude scale designed by the author. To insure internal reliability for this instrument, the author conducted a pilot study with 110 high school students.

The following hypotheses were tested to determine the effect of the student centered English curriculum on the self-concept of secondary students in the sample group: Hypothesis I There is no significant difference between the self-concept mean scores of students exposed to the student centered English curriculum in comparison to students not exposed to this curriculum. Hypothesis II There are no significant post experimental differences between the self-concept mean scores of boys and girls. Hypothesis III There are no significant post experimental differences in the self-concept mean scores of students whose I.Q. is above the median in comparison to students whose I.Q. is below the median. Hypothesis IV There are no significant post experimental differences in the self-concept mean scores of students whose grade point average is above the median in comparison to students whose grade point average is below the median. Hypothesis V There are no significant post experimental differences in the self-concept mean scores of students whose socio-economic status is high, middle, and low.

With respect to the first hypothesis, it was found that for the variable "self-concept mean scores," no significant difference existed between the self-concept mean scores of students exposed to the student-centered English curriculum in comparison to the scores of students not exposed to this curriculum. The null hypothesis regarding differences in mean scores associated with the treatment effect was therefore accepted. However, the difference that was found (gain scores) favored the experimental group.

The results of the analysis for Hypothesis II were not significant. The findings revealed that the interaction between sex and treatment produced no effect on self-concept scores. The null hypothesis regarding differences in mean scores attributable to the variable of sex was therefore accepted.

Hypothesis III was tested to determine if the interaction between I.Q. and treatment would produce an effect on self-concept scores. No significant differences were found. The null hypothesis regarding differences in mean scores related to I.Q. was therefore accepted.

With respect to Hypothesis IV, no significant differences on self-concept scores were found when the interaction between grade point average and treatment was analyzed. None of the differences tested were significant. The null hypothesis regarding differences in scores attributable to grade point average was therefore accepted.

With respect to Hypothesis V, it was found that the interaction between socio-economic status and treatment produced no effect on self-concept scores. None of the differences tested were significant. The null hypothesis regarding differences in mean scores associated with socio-economic status was therefore accepted. Order No. 77-22,041, 162 pages.

ATTITUDES AND COGNITIVE ACHIEVEMENTS OF SECONDARY SCHOOL STUDENTS WITHIN SELECTED LANGUAGE ARTS ELECTIVE COURSES

OSTERLIND, Steven John, Ph.D.
University of Southern California, 1976

Chairman: Professor Udinsky

Purpose. The purpose of this study was to investigate the relationship between two language arts classroom structures (elective versus traditional) and two dependent variables: (1) English language arts cognitive achievements, and (2) students' attitudes toward language arts.

Problem. The main hypothesis of this study was: Students who have completed an eighth-grade language arts elective course will have higher cognitive language arts achievement levels and will show more positive attitudes toward language arts than students who are enrolled in conventional eighth-grade language arts classes. Eighteen subhypotheses, six in the cognitive area and twelve in the affective area, were investigated.

Methodology. Four schools, two experimental and two comparison, were included in the test population. Five classrooms were randomly selected for participation in the study, generating an N of 352 subjects each for the experimental and comparison groups. A quasi-experimental pretest-posttest control group design was utilized. The data was collected twice during the term of the study, the beginning and the end of the Fall, 1975 semester. The cognitive dependent variable assessment instrument was the Comprehensive Test of Basic Skills; and, in the affective domain, the English Attitude Scale was utilized, and absentee rates were compared. The hypotheses were tested by analysis of covariance procedures, utilizing the pretest as the co-variate, and also by analysis of variance on the change scores. When conflicting results were obtained, analysis of variance on the posttest scores alone was employed.

Findings. (1) No significant differences in cognitive achievements were detected between the experimental and comparison groups. (2) Overall, experimental group subjects had significantly higher attitudes towards language arts than did comparison group subjects; however, none of the interaction hypotheses on attitudes (treatment versus sex versus ability) were rejected. (3) The absentee rates of experimental group subjects were not significantly different from the absentee rates of comparison group subjects.

Conclusions. (1) The failure to detect a statistically significant difference on cognitive achievements between the two groups would seem to indicate that the methods of instruction did not significantly affect the cognitive achievements of students. This conclusion held true regardless of the sex of the students, and it also held true regardless of any interaction of methods of instruction, sex of students, and ability of students. (2) Overall, elective programs seem to have influenced in a positive manner the attitudes of students towards language arts. (3) Overall, the absentee rates of students within language arts classrooms do not seem to have been affected, either positively or adversely, by methods of instruction.

Recommendations. The following research recommendations are offered: (1) Since elective programs move curriculum in the direction of personalized learning, a major goal of the REE Commission recommendations, and elective programs do affect students' attitudes in a positive manner, it is recommended that school districts consider the incorporation of elective programs into their curricula. (2) It is recommended that school districts provide resources, both financial and physical, for further research and development into elective programs that will capitalize upon the increased student attitudes within elective programs but will also affect in a positive manner students' attendance patterns. (3) It is recommended that this study be replicated in other settings and at other grade levels so that more data may be gathered for increased generalizations regarding English elective programs.

A SURVEY OF THE READING, MEDIA, AND OTHER SELECTED INTERESTS OF STUDENTS IN GRADES NINE THROUGH TWELVE AS RELATED TO SEX, RACE, ACADEMIC LEVEL, SOCIO-ECONOMIC STATUS, AND ACHIEVEMENT IN ENGLISH

POWERS, Rosemary Redditt, Ed.D.
Temple University, 1977

Adviser: Frederic Harwood

THE PROBLEM

The purpose of this study was to investigate the self-reported reading, media, and other selected interests of students in grades nine through twelve, and to ascertain differences and commonalities among them. The problem has two major divisions: 1. The study identified self-reported student interests based on sex/grade level and compared the findings with those reported by Paul A. Witty in 1961. 2. The study identified self-reported student interests based on race/grade level; academic level/grade level; socio-economic status/grade level; and achievement in English as indicated by English grade/grade level.

PROCEDURE AND METHODS

Subjects of the present investigation were 1200 pupils, approximately one-third of the total number in grades nine through twelve, from a school district located about twenty miles outside Philadelphia, Pennsylvania. Coming from urban, suburban, and rural areas, these students are generally comparable to those taking part in the Witty study. Three hundred pupils from each of the four grades, members of forty-three randomly selected academic and basic English classes, provided data by completing a survey based on the Interest Inventory Record, Form I, Part I developed for the Office of Education, U.S. Department of Health, Education, and Welfare and Northwestern University Investigation of The Interests of Children and Youth, under the direction of Paul A. Witty. A comparison of the student sample with the total enrollment indicated that a cross section of the entire high school population had been obtained.

The investigation pertained to the amount and type of voluntary reading; the amount of time given to mass media and favored programs; the amount and type of work performed while enrolled in high school; college goals; and success in school work.

Chi square test was used to analyze categorical data and analysis of variance was used to analyze continuous data in order to identify statistically significant differences within the groups and establish probability levels.

FINDINGS

1. Compared with responses of boys and girls in the Witty study, currently both sexes are more interested in fiction, continue to dislike reading essays, plays, and poetry, and use the library less frequently. Movies, television, and radio continue to influence reading, but to a greater degree than formerly. Boys and girls devote more time to non-print media, continue to prefer radio stations primarily offering music, and now favor comedy programs on television in contrast to their earlier preference for action and audience participation. Greater percentages of boys and girls hold jobs while attending high school, and fewer pupils report their parents want them to attend college.

2. Although they receive less parental encouragement than do boys, girls read more fiction and magazines, continue to prefer stereotypically "girl" books and periodicals, watch more television and listen to more radio than boys, but this latter trend seems to decline as girls grow older. Parental control reportedly is exerted more over time spent on television than on other media; girls are less restricted than boys.

3. Both white and non-white pupils prefer fiction, musical radio programs, and comedy television shows. Non-white pupils enjoy biography, poetry, and Black magazines and devote more time to television and FM radio.

4. Basic pupils prefer non-print media, enjoy mechanic and adult magazines, and work in similar percentages to academic pupils.

5. The high SES group reads more fiction and feature news stories than do pupils in the low group. They spend less time with non-print media, are more controlled by their parents, and less frequently combine televiewing and study.

6. Approximately one-third of the pupils earning poor grades in English plan to attend college.

Additional findings, tables, and graphs are included in the complete dissertation. Order No. 77-21,784, 323 pages.

IMPROVING READING, VOCABULARY, AND SPELLING SKILLS OF STUDENTS IN TENTH GRADE BEGINNING TYPEWRITING

RUETTEN, Charles William, Ph.D.
Arizona State University, 1976

The purpose of this research study was to determine whether students in tenth grade beginning typewriting can improve in their reading, vocabulary, and spelling skills by using the method entitled: "Developing Communication Skills with the Typewriter."

Students in two tenth grade intact beginning typewriting classes at an inner city high school made up the population. The administration arbitrarily assigned the second period morning class as the control group and the third period morning class as the experimental group.

The Wide Range Achievement Test Level II was used to gather data for reading and spelling scores in the pre-posttest. The Wide Range Vocabulary Test Form B was used to gather data for the vocabulary in the pre-posttest.

The analysis of covariance was used to adjust for the pretest initial differences when analyzing the data. The .05 level of significance was used throughout the research study.

Three null hypotheses were developed and tested.

HO_1 There is no difference in the total reading score on the Wide Range Achievement Test Level II after completion of eleven weeks of instruction between students in tenth grade beginning typewriting receiving instruction by the conventional method and the students in tenth grade beginning typewriting receiving instruction by the method entitled: "Developing Communication Skills with the Typewriter." The resultant F-ratio was 8.3788 ($p<.05$). The null hypothesis was therefore rejected.

HO_2 There is no difference in the total vocabulary scores on the Wide Range Vocabulary Test Form B after completion of eleven weeks of instruction between the students in tenth grade beginning typewriting receiving instruction by the conventional method and the students in the tenth grade beginning typewriting receiving instruction by the method entitled: "Developing Communication Skills with the Typewriter." The resultant F-ratio was .1990 ($p>.05$). The null hypothesis was not rejected.

HO_3 There is no difference in the total spelling scores on the Wide Range Achievement Test Level II after completion of eleven weeks of instruction between students in tenth grade beginning typewriting receiving instruction by the conventional method and the students in tenth grade beginning typewriting receiving instruction by the method entitled: "Developing Communication Skills with the Typewriter." The resultant F-ratio was 1.1023 ($p>.05$). The null hypothesis was not rejected.

It was concluded that the method entitled: "Developing Communication Skills with the Typewriter," had a positive treatment effect on the experimental group in improvement of their reading skills. It was recommended that the research study be replicated and extended to a minimum of a full semester with a larger and more representative sample with students who have problems in reading, vocabulary, and spelling: with students who are functioning successfully in their grade level in reading, vocabulary, and spelling, with students in elementary levels; and with students in adult basic education programs for the purpose of ensuring generalization of the method entitled: "Developing Communication Skills with the Typewriter."

Order No. 77-7557, 153 pages.

EMPLOYMENT CHARACTERISTICS OF THE ENGLISH PhD

SALTER, Maurice Michael, Ed.D.
University of California, Los Angeles, 1977

Chairman: Professor Lewis C. Solmon

Traditionally, more than 90 percent of humanities PhDs have taken jobs as college teachers; however, new humanities PhDs have faced a decline in job offers in recent years resulting from the rate of growth of college enrollments, which will decline about 25 percent over the next 15 years. Current census projections, based on today's fertility rates, suggest that the 18-21 age group will be no larger in the year 2000 than in 1970. This picture is further complicated by a recent decline in high school graduation and college entry and completion rates.

Since so many men and women in humanities doctoral programs expect to become college or university teachers, many will obviously be disappointed. Many have been and will be forced to seek employment outside of academe in public school teaching at the elementary or secondary levels, government or business. Any unplanned or disorganized disperson of scholarly talent may, in many cases, result in "under-employment" and untapped personal and social investment; in other cases, it may represent enrichment of commercial or public activities and unanticipated career development and satisfaction. Society's goals should be to minimize the former and maximize the latter. Improvements in job market conditions for humanities PhDs will require changes in student information and perceptions, and perhaps changes in curricular emphasis and in outlook by graduate faculties.

This dissertation is designed to analyze the changing state of the labor market for the English PhD. It is based on a study of career opportunities for humanists being conducted by the Higher Education Research Institute through a grant from the Andrew W. Mellon Foundation. This study collected data from humanities PhDs in five fields: English, history, philosophy, French and Spanish. The sample included humanities PhDs from 40 of the largest PhD granting institutions in the nation; humanists employed in several major corporations (AT&T, IBM, Exxon and Proctor and Gamble, for example) and other humanists in nonacademic careers. Of the total 5,473 surveyed in all five fields, there has been a 68.3 percent response rate. Of these, 1,547 are in academic careers and 1,183 are in nonacademic careers. For English there are 389 respondents in academic careers and 296 in nonacademic careers. This study defines an academic career as teaching, research or administrative positions at universities, four-year colleges or two-year colleges; all others, including elementary or secondary school teachers and administrators, are considered to be nonacademic careers.

There are six chapters in this dissertation: The first looks at changes in the English PhD labor market, English enrollments and degrees conferred since World War II. PhDs awarded continue to rise by almost 40 percent in five year periods since 1950 while the number of freshmen students indicating English as their probable degree objective has fallen by almost 80 percent since 1966. Another factor that is decreasing the demand for English PhDs to teach in academe is the number of institutions requiring English composition as a graduation requirement. In 1966-67 90 percent of all types of institutions required English; in 1973-74, this figure dropped to 72 percent.

Chapter II compares English PhDs in academic and nonacademic careers on the basis of selectivity of PhD granting institution, current employers (time on job, salary and age) and job satisfaction. The findings seem to indicate that the characteristics of both groups are quite similar: Those in academic and nonacademic jobs are about the same age (40), they earn about the same (around $18,000 for 1975), have spent about the same length of time on their current job (almost four years), and they are as satisfied with their current jobs. Over 50 percent of the respondents in both groups indicate they are satisfied or very satisfied with their current job.

Chapter III looks at first employers of both groups at two different time periods: 1960 and 1970. Because of the small number of respondents in the 1960 period (34 academically employed and 11 nonacademically employed). The findings are not as reliable as the 1970 group (206 academically employed and 69 nonacademically employed). Nevertheless, as a first job, teaching in academe is the most common career path for all the respondents in this study, regardless of year of PhD. Even for those who take nonacademic first jobs, colleges and universities are the most popular employers.

Because specialization and methodological focus within the English PhD program are similar for those in academic and nonacademic jobs, the subject of Chapter IV, there is strong support that the transition and orientation to a nonacademic career occurs outside the English PhD program. While PhD programs continue to encourage preparation for academic jobs, graduates are finding that no such jobs exist. Thus, the transition is abrupt and unprepared.

The fifth chapter is an in-depth summary of individual questionnaire responses of those in nonacademic jobs. Perhaps one of the strongest points made in this chapter is that a majority of nonacademically employed respondents indicated that they entered graduate school expecting to become college teachers, but were forced into the nonacademic labor market because teaching jobs were either unattractive or unavailable. Many would still prefer to be in academe. Those who seem to be satisfied with their nonacademic jobs have in most cases abandoned their initial desire or career goal of becoming a college teacher.

The concluding Chapter VI attempts to highlight the major findings and to explore the policy implications for graduate PhD programs and for those wishing to pursue a PhD in English. A possible solution to the academic job crisis is to give students more information about the bleak academic job prospects. Programs might look at interfacing with more career oriented programs like business or psychology in an attempt to prepare students for nonacademic jobs. Another might be to pursue other advanced degrees simultaneously like a law degree or a master's in business. Overall, new and current students must be made aware of their chances of finding a job once they graduate and the alternatives open to them. The characteristics of those who participated in this are only a beginning attempt to deal with this situation.

Order No. 77-16,199, 162 pages.

THE EFFECTS OF AN ELECTIVE ENGLISH PROGRAM ON STUDENT ATTITUDES AND ACHIEVEMENT IN RELATION TO APTITUDE

SMITH, Francis Prichard, Ed.D.
University of Southern California, 1978

Chairman: Professor Georgiades

Purpose. The study focused on students enrolled in a phase elective English program. It sought to measure student attitude toward English and achievement in composition, reading, and literature in relation to aptitude. Five questions basic to the study were: will there be (1) a difference between aptitude and achievement in composition, reading, and literature; (2) a relationship between years enrolled and achievement in composition, reading, and literature; (3) a relationship between the number of courses taken in composition, reading, and literature and achievement in each of these areas; (4) a relationship between foreign language and achievement in composition; and (5) a relationship between years enrolled and attitude towards English?

Procedures. In May 1975, 102 seniors in the Kaiserslautern American High School, West Germany took the TAP subtests for Composition, Reading and Literature and the Purdue Test of Attitude Toward Any Subject (English). Data were collected from student records to indicate number of years in the program, number of courses taken in composition, reading, and literature, and number of years in foreign language.

Using a posttest only design, means and standard deviations were computed for four dependent variables (composition, reading, literature, and attitude) and four independent variables (aptitude, years of treatment, numbers of courses in the three areas of English, and two years in a foreign language or not). Critical ratios were computed for all comparisons, t values were computed for groups of less than 30, and an analysis of covariance was utilized to adjust for aptitude in foreign language comparison to achievement. Rejection of the null hypotheses was at the .05 level of significance.

Findings. There were no significant differences between aptitude and achievement in composition, reading, and literature. No significant differences in achievement were found within or between groups who had been in the program for one, two, or three years. No significant relationship was found between the number of courses taken and achievement in composition, reading, and literature. A significant difference found between composition and foreign language was nullified when an analysis of covariance was adjusted for differences in aptitude. There was no relationship between attitude and number of years in the program. All three groups indicated a moderately positive attitude toward English.

Conclusions. (1) Students enrolled in a phase elective English program achieved up to their potential in composition, reading, and literature. (2) The number of years a student was enrolled in phase elective English did not have any effect on achievement. (3) Achievement in composition, reading, and literature was not affected by the number of courses taken in the corresponding areas of English. (4) Two or more years of a foreign language had no effect on achievement in English composition. (5) Students maintained a positive attitude toward English regardless of the number of years enrolled in a phase elective English program.

Recommendations. (1) Further research with larger samples should be conducted concerning the relationship between foreign language and English composition, taking into account the kind of grammar taught in both and that measured by standardized tests. (2) Further study is needed to determine the amount of instruction which provides optimum achievement in composition, reading, and literature. (3) Study involving larger samples should be conducted to verify the relationship found between aptitude and achievement in English. (4) Studies of phase elective English programs might be more helpful if they concentrated on classroom activities rather than organizational patterns. (5) The relationship between achievement in composition as measured by standardized tests and as measured by writing samples should be explored.

A LONGITUDINAL ANALYSIS OF LISTENING PEDAGOGY IN MINNESOTA SECONDARY PUBLIC SCHOOLS

STEIL, Lyman Kent, Ph.D.
Wayne State University, 1977

Adviser: Edward J. Pappas

Listening is central to the human communication process, and numerous major pronouncements of educational objectives and needs point to the concern for developing listening skills.

This study ascertained the scope, status, and nature, of listening pedagogy in selected Minnesota Secondary Public Schools in the academic years of 1965–66, 1970–71, and 1973–74. Three basic general questions were researched: 1) What was the status of listening pedagogy in selected Minnesota schools in each time phase?; 2) What changes in listening pedagogy occurred in these time periods?; and, 3) What do these research findings suggest regarding future developments in listening pedagogy? Ten specific questions were posed in each measurement period.

Of the 570 schools sampled, 82.1 percent responded. One-third, 33.1 percent, reportedly taught listening. Two-thirds, 66.9 percent, did not teach listening. Overall analysis and summary of research results indicates that: 1. The direct and overt teaching of listening was minimal to non-existent. 2. Wherein taught, listening instruction was extremely limited. 3. Wherein taught, listening was taught primarily in the areas of English, Speech, and Language Arts, and generally at all secondary grade levels. 4. Listening teachers had limited to non-existent training to teach listening. 5. Reported methods,

materials, activities and resources utilized in teaching listening were minimal. 6. Listening tests to evaluate listening competencies were not utilized. 7. Major problems relative to teaching, or not teaching, listening were identified. 8. There was strong opinion that listening instruction should be given directly and overtly to all secondary students. 9. Little change in listening pedagogy occurred between Phase I (1965–1966), Phase II (1970–1971), Phase III (1973–1974).

In sum, from the three phase longitudinal analysis, listening instruction in selected Minnesota Secondary Schools is minimal to non-existent. Such neglect is related primarily to the lack of trained teachers, lack of interest, lack of available curricular time, and lack of listening teaching materials. Wherein listening was taught, it received minimal emphasis and was taught reportedly by ill-trained teachers who utilized limited teaching measurement resources. Although Minnesota Secondary School teachers were clear in their support of listening instruction for all secondary level students, they were not overly optimistic of future development. Most significantly, no extensive change in listening pedagogy, or teachers' attitudes or actions regarding listening pedagogy, was evidenced throughout the eight-years studied.

Order No. 77-24,021, 478 pages.

AN ANALYSIS OF THE EFFECT OF TEACHER CHOICE ON SELECTED HIGH SCHOOL STUDENTS FOR REQUIRED JUNIOR ENGLISH

WEBB, Marc Lee, Ed.D.
University of Kansas, 1976

Significance of the Problem

Contemporary educators have been concerned with development of a humane school climate in which students become involved in the decision-making process and participation in curricular choices. Such concerns have evolved from basic discontent with the traditional public school image of unchallenged authority and a prescribed curriculum. The availability of research in this area might prove helpful to the school administrator in devising strategies to combat this discontent.

Problem

The problem was to determine the effect of teacher choice upon junior English students' attitudes, skills, attendance, and grade at a comprehensive urban senior high school for the 1975–1976 school year.

Procedures

1. Two specific groups of students were identified from the junior class: (a) those students who received their choice of language arts instructor and (b) those students who did not receive their choice of language arts instructor. 2. An experimental group and a control group of 30 students each were randomized for assignment by the investigator. 3. Students in the two conditions were globally matched and paired based on the following criteria: a. Total number of absences for the school year 1974–1975. b. Number of absences in language arts for the school year 1974–1975. c. English grade at the conclusion of the school year 1974–1975. d. Grade-point average (G.P.A.) for the school year 1974–1975. 4. Data were accumulated for statistical analysis by the following procedures: a. The pretest and posttest version of the Cooperative English Test was administered during the 1975–1976 school year. b. A student attitude survey was administered the last month of the 1975–1976 school year. c. The students' total absences from English were obtained from the permanent record card. d. The students' final letter grades were obtained from the permanent record card. 5. The Cooperative English Test data were analyzed by a factorial analysis of variance for repeated measures of two conditions. A matched sample t test was utilized for analysis of the students' attitudes, attendance, and grade.

Summary of Findings

1. Statistical results indicated there was no significant difference between experimental and control students' skill progress in English. 2. Indications were that there was no significant difference between experimental and control students' attitude toward language arts. 3. Indications were that there was a significant difference between experimental and control students' attendance and letter grade in English.

Summary of Conclusions

1. The Cooperative English Test possessed good credentials but may not have measured the student's skill progress as related to teacher choice. The control group showed more improvement on their mean total English score than the experimental group, yet the experimental group mean was higher on the pretest and remained higher on the posttest. 2. Student responses to an attitude survey vary exceedingly and often do not reflect their specific abilities or level of achievement. 3. It may prove important to have substantiated a possible means of attendance and letter-grade improvement. This improvement might indicate a correlation between regular attendance and higher letter grade.

Summary of Recommendations

1. It was recommended for further research that a skill test instrument be designed and administered that is based on course content as stipulated by the Curricular Guide of the local school district and/or local school requirements. 2. Even though factors affecting a student's response on an attitude survey are complex, this fluctuation should not discourage an investigator from research in this area. A pretest and posttest measure might be used for attitude comparison purposes in the future in close accord with teaching style. 3. Research should be conducted in the area of correlation between attendance patterns and letter grade to substantiate their significance. 4. The investigator finally recommended that teacher choice by students should be considered as a possible approach to a curricular option for a required subject area for individual motivation and improvement of the school climate setting.

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